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ABSTRACT

An in-service training module is presented that is designed to assist community college vocational instructors in recruiting and retaining students in courses that are non-traditional for their sex. The workbook first presents a rationale for the implementation of sex affirmative programs in vocational education, discussing gender stereotypes and the inequitable position of women in the labor force. This is followed by a list of terms and definitions needed to familiarize educators with the terminology of sex equity in education. Relevant legislation is then identified and discussed to provide a working knowledge of the legal aspects of sex discrimination in educational and work settings. Administrative and curricular practices which retard sex equity at community colleges are then identified and specific steps to promote sex equity in vocational programs are enumerated. These steps include the active recruitment of students, the elimination of sex bias in course content and materials, and the provision of non-biased vocational counseling and job placement services. Worksheets and exercises are provided throughout the workbook. (JP)

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# ACHIEVING SEX EQUITY AT COMMUNITY COLLEGES

## An In-service Training Module on Recruiting and Retaining Students in Courses that are Nontraditional for Their Sex

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

# ACHIEVING SEX EQUITY AT COMMUNITY COLLEGES

## AN IN-SERVICE TRAINING MODULE ON RECRUITING AND RETAINING STUDENTS IN COURSES THAT ARE NONTRADITIONAL FOR THEIR SEX


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# SEX EQUITY

## AN IN-SERVICE TRAINING MODULE

For

## VOCATIONAL EDUCATORS IN COMMUNITY COLLEGES

### INTRODUCTION

In the last several years, attention has been focused on sex discrimination in education. Studies have been conducted, statistics gathered, books written and laws passed; but the mandated changes in vocational education programs, policies, and procedures have yet to be implemented.

The goal of this training module is to assist vocational educators in carrying out both the spirit and the letter of legislation requiring them to achieve sex equality.

This in-service training program has the following objectives:

(1) Vocational educators will understand and be able to describe the need for sex affirmative programs.

(2) Vocational educators will be able to define and understand terms relating to sex equity in education.

(3) Vocational educators will be able to identify, discuss, and contrast major legislation relating to sex discrimination in educational and work settings.

(4) Vocational educators will be able to identify the barriers to recruiting students for courses that are non-traditional for their sex.

(5) Vocational educators will be able to design and implement a program for recruiting and supporting students in courses which are non-traditional for their sex.

OBJECTIVE I - The Need for Sex Affirmative Programs in Vocational Education

1 . . Vocational training programs are the link between schooling and employment There is a direct correlation between sex segregation in the world of work and sex-segregated enrollments in vocational education training programs. Because of that critical link to paid employment, vocational educators play an important part in helping students choose and train for occupational roles that are based on their individual interests, abilities, skills, networks, resources and values rather than based on sex.

2 . . In the past, when we learned our gender identity and reproductive roles, we also learned that there were certain roles, occupations, and behaviors that were not appropriate for us depending on our sex. These sex-role stereotypes were limiting and often harmful. They are outmoded now. As our society has changed and grown more complex, we see that behavior should be based on the situation we are in at the moment rather than based on sex.

3 . . We owe it to all our students to train them for the dual roles of homemaker and wage earner.

4 . . Vocational education must be relevant and adequately prepare students for the future. Statistics tell us that women from every age group, marital and parental status are entering the labor force in increasing numbers. More than 90% of girls in school now will work at some time in their lives. Women are having fewer children and the proportion of a woman's life devoted to childbearing and childrearing is decreasing. More women are becoming heads of families with children to support or are living alone or with persons unrelated to them.

The lives of women have changed drastically in this century. Industrial and technological development is responsible for changing the nature of work, both inside and outside the home. The women's movement and the struggle for equal rights has also been a major force for change.

5 . . As the roles and lives of women change, so do those of men. Many men have assumed more responsibilities for maintaining the home and caring for children. We are all affected by these changes. They help shape our lives and greatly influence the future lives of the students we teach.

WOMEN AND MEN IN THE WORK FORCE

True or False

1. _____ In 1978, eighty percent of women in the workforce were in clerical, sales, service or factory jobs.

2. _____ In 1977, full-time women workers had a median income of $6,000 less than men workers.

3. _____ On the average, women who work full time earn 59¢ for every $1 earned by men.

4. _____ In 1976, only one in every ten working women belonged to a union.

5. _____ Seven out of ten women born between 1954-58 are now in the workforce.

6. _____ The number of married women in the workforce today is over five times as large as in 1940.

7. _____ More than half of all husband-wife families have two or more wage earners.

WOMEN AND MEN IN THE WORK FORCE

Answer Sheet

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

WOMEN AND MEN IN THE WORK FORCE

Answer Sheet

1. True

2. True

3. True

4. True

5. True

6. True

7. True

6 . . The inequities illustrated by the statistics in the preceding worksheet are the result of our society's tradtional assumptions that men's work is worth more than women's and that more power, responsibility, and rewards should accrue to men.

The education of women for better paying employment is one way to help remedy the inequities which still exist. Most families living on incomes below the poverty line are headed by women, many of whom lack marketable skills and for whom adequate, affordable child care is unavailable. In addition, most of the elderly poor in this country are women.

7 . . Women are concentrated in a relatively small number of occupations. Of the more than 250 distinct occupations listed in the Bureau of Census tabulations, fully half of all women workers were employed in only 21 of them. Approximately one-fourth were employed in five occupations: secretary-stenographer, household worker, bookkeeper, elementary school teacher, and waitress. (In contrast, 50% of the male workers were employed in 64 occupations.)

Women account for a smaller proportion of all technical and professional workers today than they did prior to World War II, despite the fact that the number of women in technical and professional occupations has nearly tripled since 1940.

Clearly women have been discriminated against, and men as well as women suffer because of it.

OBJECTIVE II - VOCATIONAL EDUCATORS WILL BE ABLE TO DEFINE AND UNDERSTAND TERMS RELATING TO SEX EQUITY IN EDUCATION

## DEFINITIONS

First, it is important to differentiate between sex roles and sex identity. A role is social behavior that is prescribed and defined by tradition. Identity relates to individuality, "unity and persistence of personality" to quote Webster's dictionary. Having a positive sex identity would mean feeling good about yourself; enjoying your body and respecting yourself as a person who is female or male. Sex identity relates to a person's self-concept. Sex-role stereotypes relate to the behavior, social and occupational roles that society has expected based on sex. Sex-role stereotypes tend to rack us and often inhibit the self-esteem that comes with being free to develop personal identity based on our own unique characteristics. Helping students move beyond sex-role stereotypes will enable them to develop a more positive sex identity. Think of the unathletic boy or unattractive girl in your classroom: If they are helped to focus on their individual positive characteristics, interests, and skills, it is more likely that they will be happier, more highly functioning students.

Definitions that are used in relation to sex equality in education include:

Sexism: Any attitude, action, or institution that subordinates or assigns roles to a person or group because of their sex. Sexism can be individual, cultural or institutional; intentional or unintentional. There can also be sexism by omission. Originally, this term was used to describe practices that discriminate against girls and women, but it has been expanded to include any usage that unfairly delimits the aspirations or attributes of either sex.

Sex Discrimination: Sexist practices, policies of procedures that are specifically prohibited by law.

Sex Bias: An attitude or behavior which reflects adversely upon a person or group because of sex, but may not be covered under present legislation.

Sex Fair: Practices and behaviors that treat males and females similarly; may imply separate but equal.

Sex Affirmative: Programs, policies or procedures that attempt to overcome the effects of sex discrimination.

Affirmative Action: Programs designed to increase opportunities for women, minorities, and under-represented groups.

Feminist: Any person (man or woman) who believes that women should have political, economic, and social rights equal to those of men. (Websters Dictionary of American Language, College Edition 1957)

## WORKSHEET ON DEFINITION

The following situations will allow you to use a working knowledge of the definitions on the preceding page:

Mark an SD for sex discrimination

Mark an SB for sex bias

Mark an SF for sex fair

Mark an SA for sex affirmative

1. Situation: A student who is pregnant comes to you for assistance regarding whether or not she should stay in her vocational program in distributive education. You say:

   ___A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."

   ___B. "You can continue in school. There's no reason for you to leave unless you want to."

   ___C. "You'll probably find it very embarrassing to stay in school here. You really should drop out."

   ___D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

2. Situation: Ellen needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest:

2. Situation: (continued)

_____A. That she investigate babysitting possibilities listed on the "jobs for summer board".

_____B. That she call a temporary help wanted agency which has opportunities for light office work (filing, answering the phone) during the summer.

_____C. That she join a group of students doing minor home repairs and lawn and garden work during the summer.

_____D. That she investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.

3. Situation: Your school is adding a semester course specifically designed to attract more males into consumer and homemaking, although not excluding females. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, consumer education and apartment living from an individual, rather than a family, point of view. You recommend the following as a course title:

___A. Survival for Singles

___B. Bachelor Living

___C. Living Alone and Liking It

___D. Basic Home Economics for Boys

4. Situation: You are interviewing a female candidate for position as head of the home economics department. In the course of the interview, you ask the following questions:

4. Situation: (Continued)

_____A. "Do you intend to have any more children?"

_____B. "What does your husband do for a living?"

_____C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"

_____D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

5. Situation: There's only one restroom facility in your agricultural area. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to the other end of the building to use the restroom.

You:

____A. Tell the students that since their restroom is in the other wing, that's the one they'll have to use.

____B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.

____C. Instruct the teacher to let the females use the restroom in emergency situations.

DEFINITION WORKSHEET

ANSWERS

1. _____A
   _____B
   _____C
   _____D

2. _____A
   _____B
   _____C
   _____D

3. _____A
   _____B
   _____C
   _____D

4. _____A
   _____B
   _____C
   _____D

5. _____A
   _____B
   _____C

DEFINITION WORKSHEET

ANSWERS

1. SB A
   SF B
   SD C
   SA D

2. SB A
   SB B
   SF C
   SA D

3. SF A
   SB B
   SF C
   SD D

4. SD A
   SD B
   SB C
   SB D

5. SB A
   SF B
   SD C

OBJECTIVE III: VOCATIONAL EDUCATORS WILL BE ABLE TO INDENTIFY, DISCUSS AND CONTRAST MAJOR LEGISLATION RELATING TO SEX DISCRIMINATION IN EDUCATIONAL AND WORK SETTINGS.

The passage of equal rights legislation has increased employment options, altered organizational patterns and policies and expanded educational and training procedures for both men and women. However, legislation by itself does not eliminate discriminatory practices. The widening gap in earnings between women and men since the passage of the Equal Pay Act is a reminder of this fact.

It is important for vocational educators to be familiar with the legislation that applies to educational and work settings. We need to educate our students about their rights and often must remind potential employers of these laws.

The Equal Pay Act of 1963

Discrimination on the basis of sex in the payment of wages for equal work on jobs that require equal skill, effort, and responsibility and are performed under similar working conditions is prohibited by the Equal Pay Act of 1963. This protection was extended to executive, administrative, and professional employees as well as outside sales personnel in July 1972. Most federal, state, and local government employees were included as of May 1, 1974.

The Civil Rights Act of 1964, Title VII

Discrimination in employment based on sex, race, color, religion, and national origin is prohibited by Title VII of the Civil Rights Act of 1964. Extension of this coverage to include state and local government agencies and public and private schools was included in a 1972 Equal Employment Opportunity Act Amendment to the original legislation.

This law prohibits discrimination in hiring and firing, wages and fringe benefits; classifying, referring, assigning and promoting of employees; extending and assigning use of facilities; training, retraining, apprenticeships or any other terms, conditions, or privileges of employment.

Guidelines for Title VII, issued by the Equal Employment Opportunity Commission (EEOC), the agency responsible for enforcement of Title VII, specify that this law supersedes (overrides) any state laws that prevent women from working at certain kinds of jobs, working more than certain hours and other "protective" legislation. Classification of jobs as "men's jobs" and "women's jobs" are banned by the EEOC guidelines, and exceptions to the law are narrowly defined under "bona fide occupational qualifications (BFOQ)."

Executive Orders 11246 and 11375

Effective September 24, 1965, Executive Order 11246 requires all government contracts to include provisions forbidding federal contractors and subcontractors from discrimination on the basis of race, color, religion, or national origin in their employment practices. Executive Order 11375 was a 1967 amendment to the earlier Executive Order which prohibits sex diescrimination on the part of these same employers. In 1972, regulations from the Office of Federal Contract Compliance were revised to require affirmative action goals and timetables in order to increase the representation of women in job categories where they are underrepresented.

The Education Amendments of 1972, Title IX

Title IX of the Education Amendments of 1972 states that "no persons in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity receiving Federal financial assistance . .".

This legislation has had direct influence on vocational education programs maintained by local educational agencies and institutions. It is aimed at specific forms of sex discrimination in education policies, programs, and practices. For vocational education, the issues addressed include discrimination in admissions, in access to courses and facilities, in treatment of students, course completion and graduation requirements, marital and/or parental status, student employment, and employment of educational personnel.

The Education Amendments of 1976, Title II

One of the major aims of Title II (Vocational Education) of the Education Amendments of 1976 is to overcome sex discrimination, sex bias, and sex stereotyping in vocational education. While the provisions of this legislation are similar in intent to those of Title IX, there are some important differences between the two laws.

Comparison of Title IX and the 1976 Education Amendments

Differences Between the Two Laws

- Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only addresses sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their sex," but also sex bias ("behavior resulting from the assumption that one sex is superior to the other") and sex stereotyping ("attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex").

- The Title IX regulations apply directly to local educational agencies and institutions. The Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies. This, in turn, affects State funding of various local vocational education programs and institutions.

- Title IX specifies a variety of forms of discrimination in educational policies, programs, or practices which are prohibited. (See Title IX above for specific prohibitions.) The Education Amendments of 1976 complement the specific prohibitions of sex discrimination established by Title IX with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education an authorization to States to use Federal monies for this purpose.

The E.R.A. or Equal Rights Amendment

This proposed amendment to the United States Constitution states "Equality of Rights under the law shall not denied or abridged by the United States or by any state on account of sex." California ratified the E.R.A. in 1972.

## OCR GUIDELINES FOR ELIMINATING DISCRIMINATION IN VOCATIONAL EDUCATION

The Office for Civil Rights (OCR) of the Department of Health, Education, and Welfare (HEW) has published final "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs." The Federal Guidelines, required by the 1977 Adams/WEAL versus Califano consent decree, were published in the Federal Register, volume 44, Number 56 on March 21, 1979 and are effective immediately.

Under the new guidelines the state agency responsible for administering vocational education programs must:

____Conduct periodic compliance reviews of local vocational education agencies and centers to determine whether unlawful discrimination occurs. This includes analyzing civil rights compliance dates.

____Notify the agency or center of steps it must take to correct discriminatory practices.

____Provide technical assistance upon request to help identify and remedy discriminatory practices.

____Report its activities and findings to the Office for Civil Rights.

The guidelines stress the requirement of various civil rights laws that affect local vocational education agencies.

____Students, parents, employees, and the general public must be notified that all vocational opportunities are offered without discrimination as to race, color, national origin, ancestry, religion, creed, sex, or handicap.

____A disproportionate employment or enrollment of males or females, minority or non-minority, or handicapped persons requires the agency to take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

____Recruitment activities shall not portray vocational programs in a way that limits opportunities, and where possible, recruitment teams should be composed of different race, sex, national origin, and handicap.

____Any employer's request for students who are free of handicap or for students of a particular race, color, national origin, or sex cannot be honored by the agency.

## WORKSHEET CONTRASTING TITLE IX AND TITLE II

Directions: Listed below are 10 items which are specific provisions (letter of the law) of either Title IX or the Education Amendments of 1976. Read each one and determine which piece of legislation would apply. Write either Title IX or Vocational Education Act (VEA) in the blank provided.

_____1. Using different critieria based on sex for admitting males and females into auto mechancis class.

_____2. Having single-sex clubs such as an all-male chapter of Future Farmers of America.

_____3. Requiring states to develop five-year vocational education program plans which include specific steps for eliminating sex discrimination.

_____4. A program priority of consumer and homemaking education for both male and females.

_____5. Developing programs and securing funds for vocational training programs for homemakers who have experienced divorce or separation from their spouses.

_____6. Guidance counselors channeling males into industrial arts and females into home economics.

_____7. Each state agency designating a person who has responsibility for reducing/eliminating sex bias and discrimination in vocational education.

_____8. Developing and securing resources for an in-service training program on how to eliminate sex bias and discrimination for vocational education instructors.

_____9. Not allowing a certificated male to teach child development or a qualified female to teach carpentry simply because of their sex.

_____10. Assigning students to apprenticeships or work experience programs solely on the basis of their sex.

## WORKSHEET CONTRASTING TITLE IX AND TITLE II

## ANSWER SHEET

1. Title IX
2. Title IX
3. Education Amendments
4. Education Amendments
5. Education Amendments
6. Title IX
7. Education Amendments
8. Education Amendments
9. Title IX
10. Title IX

OBJECTIVE IV: VOCATIONAL EDUCATORS WILL BE ABLE TO IDENTIFY THE BARRIERS TO RECRUITING STUDENTS FOR COURSES THAT ARE NON-TRADITIONAL FOR THEIR SEX

For vocational educators to simply wait for students to ask for enrollment in non-traditional programs is like the situation a few years back when educators in all-white schools "waited" for black students to seek admission -- unasked and unencouraged.

Congressional hearings in 1975 identified some practices that are barriers to achieving sex equity in vocational education. These practices include:

- School policies allowing teachers to choose which students they will accept in their classes.
- Physical isolation of classes so that traditionally female courses are taught in one building and traditionally male courses in another.
- Recruitment methods which fail to reach women who have temporarily left the education or employment markets.
- The absence of women/men role models in faculty or administrative positions.
- Tests which are sex baised used to channel students into traditional courses.
- Counselors not properly informing parents and students of the wide range of courses and careers that are non-traditional and should be considered.
- Course titles and course descriptions which exclude one sex.
- Course content and materials that do not reflect the interests of both sexes.

- Job placement procedures that do not support students preparing for non-traditional employment.
- Lack of support for students enrolled in non-traditional courses.
- Failure of schools to act affirmatively to encourage students to enroll in courses that are non-traditional.

While the official policy may be that all courses are open to both sexes, unofficially students know not to enroll in a course that is non-traditional for their sex.

## WORKSHEET ON IDENTIFYING BARRIERS TO ENROLLMENT OF STUDENTS IN COURSES NON-TRADITIONAL FOR THEIR SEX

Think about the barriers that have been listed on the preceding page. Add any specific problems you are encountering with recruitment of students into non-traditional courses in your school.

Prioritize the barriers for your school by placing a #1 next to the condition that you feel is most obstructive to increasing enrollment in courses non-traditional for each sex, then a #2, etc.

_____school policies

_____teacher attitude

_____physical isolation

_____failure to do proper outreach in the community

_____absence of non-traditional women/men role models

_____biased tests

_____counseling practices

_____course title and descriptions

_____course content and materials

_____job placement procedures

_____lack of support

_____(barriers at your school) _____

_____

_____

OBJECTIVE V: VOCATIONAL EDUCATORS WILL BE ABLE TO DESIGN AND IMPLEMENT A PROGRAM FOR RECRUITING AND SUPPORTING STUDENTS IN COURSES WHICH ARE NON-TRADITIONAL FOR THEIR SEX

Recruiting students for vocational courses that are non-traditional for their sex and providing emotional support to them in unfamiliar classes should be an integrated set of activities undertaken by all school personnel. When choosing courses, students are often guided by strong school and family traditions, by rumors about personalities and teaching practices of teachers and by the expectations of their peers. Now we'll present some ideas and activities that will help you to help students make their choices based on their individual interests and abilities rather than based on sex.

- Inform counselors and others at feeder schools and people in the community of non-traditional vocational training options open to students.

  This can be done through one-to-one contact, by developing and disseminating brochures, by advertising in school papers, by doing workshops with staff or graduating students, or by attending a school function where you can speak about your vocational training programs. Students from feeder school could be invited to an open house at your school to get more of a feeling for the courses being offered.

- Write course titles and course descriptions so that they are free of sex-linked language.

Course titles such as "Girls' Woodshop" or "Bachelor Cooking" are illegal as are any indications that courses are open to one sex only or designed only for one sex. Examine your course listings and rewrite as necessary. The challenge here is to make the course titles and course descriptions sound interesting to students who might not have enrolled in the past.

- Make course content and materials relevant and interesting to all students.

  Males who want to learn sewing as a skill may be turned off by a teacher who has students sewing aprons but turned on by a teacher who has students sewing camping gear.

  Many textbooks are filled with sex-role stereotypes. Until publishers are persuaded to change texts and illustrations to include both sexes, teachers will need to use these stereotyped materials to point out our society's traditions and use supplementary materials to show how things are changing (see bibliography).

  Teachers should use the new terms listed in the Dictionary of Occupational Titles such as "draftsperson" and "salesperson" and to try to develop language patterns that are non-sexist using both male and female pronouns.

- Increase the number of positive role models for women and men in non-traditional courses.

Training and/or retraining vocational educators so that they qualify to teach non-traditional courses is one way to provide positive role models. Asking workers in non-traditional fields to speak to students about their jobs and conducting field trips to places where women and men are doing non-traditional work also provides positive role models.

- Implement counseling policies, practices, and materials that are sex-affirmative and up-to-date.

- Only in the last year or two have the Kuder Preference Test and Strong Vocational Interest Blank been revised to reflect non-sexist attitudes. Even Holland's Self-Directed Search seems sexist since it appears to measure socialization as much as individual interests. These tests must be used and interpreted with a critical eye towards examining their adverse effect on people because of sex.

- Up-to-date information on financial aid, help from professional and trade associations, and job openings in non-traditional areas must be presented to students by counselors.

Materials in career centers should be reviewed for sex bias and supplementary photographs of people doing non-traditional work should be part of the environment of the counseling office and career center.

Counselors can tape record themselves to check for sex bias as they talk with men and women students.

- Provide special support services for students in non-traditional courses.

  Students in non-traditional courses will benefit from special instruction and counseling including opportunities to talk with others who are having the same new experience. Counselors and vocational education personnel should also encourage mentoring by pairing a person already in the non-traditional job with a student training for a like position. The mentor would serve as a peer counselor. Develop a file of names of people willing to participate as peer counselors or mentors.

  Encouraging several students to try a non-traditional program rather than placing a student alone in a non-traditional course is another support strategy.

- Develop job placement and follow-up procedures for people in non-traditional programs.

  Vocational educators need to have a working relationship and knowledge of apprenticeship programs and the people who run them. Make it a point to meet with these people as well as personnel people from companies likely to hire your graduates, and maintain a relationship with the affirmative action officers in the corporations in your area.

  Assist students with effective self-presentation techniques. Help them with resume writing, cover letters, and kudo letters.

- Have students use the same buildings and facilities.
  Encourage enrollment in non-traditional courses by having courses and classes all sex integrated and using equal or the same facilities.

The attitudes of vocational educators towards achieving sex equity are crucial to the success of sex affirmative programs and implementation of school policies which comply with federal legislation. These suggestions, ideas, and activities won't work for an automotive teacher who believes that girls in his program would be a safety hazard because they'll distract the boys. Counselors who screen out students for non-traditional programs because they lack the prerequisites instead of directing them to get the prerequisites and reapply are also sabotaging effective sex equitable programs.

In order to achieve sex equity in vocational education, energetic support of all vocational educators needs to be enlisted. Programs will need to be thoughfully planned, implemented, and evaluated. Individual responsibilities and timelines will need to be carefully delineated. Money, as well as human resources, will be needed for sex equitable programs, and Title II has provided funds for the development of sex affirmative programs in vocational education.

The worksheet on the next page will give you an opportunity to plan for the implementation of sex affirmative programs in your school.

## WORKSHEET FOR DESIGNING YOUR PROGRAM

## FOR IMPLEMENTING SEX AFFIRMATIVE STRATEGIES

The first strategy I want to implement is _____

_____

Critical limitations that might prevent me from doing this are _____

_____

_____

Steps I can take to overcome these limitations are _____

_____

I will ask the following people to help me implement this strategy:

| Name | Position |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

The first thing I will do to achieve this goal is _____

_____

The next step is _____

_____

I plan to accomplish this goal by _____

_____

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## MATERIALS ANALYSIS FOR SEX FAIRNESS

The following checklist provides a series of questions to be considered in evaluating sex fairness in vocational education and counseling materials.

| | YES | NO | N/A |
|---|---|---|---|
| 1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers? | ___ | ___ | ___ |
| 2. Do the illustrations show women predominately as helpers, and/or men as leaders or figures of authority? | ___ | ___ | ___ |
| 3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures? | ___ | ___ | ___ |
| 4. Do the illustrations in general show women as smiling and pleasant? | ___ | ___ | ___ |
| 5. Do the illustrations in general show men as serious and thoughtful? | ___ | ___ | ___ |
| 6. In careers traditionally considered as "masculine", is the female figure shown less frequently as the career representative than the male figure? | ___ | ___ | ___ |
| 7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations? | ___ | ___ | ___ |
| 8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles? | ___ | ___ | ___ |
| 9. If occupational titles are used, are they sex-biased; for example, "fireman" rather than "firefighter" or "mailman" rather than "postal carrier"? | ___ | ___ | ___ |
| 10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language. | ___ | ___ | ___ |
| 11. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it is women's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider? | ___ | ___ | ___ |

| | YES | NO | N/A |
|---|---|---|---|
| 12. If references are made to appearances, physical qualities or personality traits as being significant factors related to scucess, are they sex-biased? For example, is being a nurturant person related to being a successful nurse? | ___ | ___ | ___ |
| 13. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons" -- and using forms of the masculine pronoun (he, his, etc.) to refer to people in general? | ___ | ___ | ___ |
| 14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting? | ___ | ___ | ___ |

Adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

## 42% -- 42.1 MILLION - OF THE U.S. WORK FORCE ARE WOMEN. IN 1977, 56% OF WOMEN 16 AND OVER WORKED ALL OR PART OF THE YEAR.

During the last decade the labor force expanded beyond government estimates. A key factor for this expansion has been the large influx of women workers. The number of women holding jobs has grown from 18 million in 1950 to 42.1 million July 1978, a 129% increase. The total work force has grown from 62.2 million in 1950 to 100.6 million in July 1978, at 61.1% increase.

The overall pattern of growth does not focus, however, on movements within the different segments of women in the labor force. Participation rates vary considerably among women of different ages, family and marital status, race, and educational levels as outlined below.

## OF THE WOMEN IN THE WORK FORCE IN MARCH 1978, NEARLY 80% WERE IN CLERICAL, SALES, SERVICE, FACTORY OR PLANT JOBS

Accroding to the seasonally adjusted data released in March 1978, women workers were divided into the following occupational categories:

| | |
|---|---|
| Professional-technical | 16.1% |
| Managerial-Administrative | 6.3% |
| Sales | 6.8% |
| Clerical | 34.7% |
| Craft | 1.7% |
| Operative | 11.2% |
| Non-Farm laborer | 1.6% |
| Service, including private household | 20.5% |
| Farm Laborer | 1.1% |

These data do not show the concentration of men and women into certain job titles. For example, in professional jobs 60% of the women are non-college teachers or nurses, while men tend to be lawyers, doctors, or college professors. Within each occupational category the wages between men and women vary considerably. For every dollar earned by a man, a woman in the same job category earns significantly less. As of May 1977, the wage gap was:

| | Women | Men |
|---|---|---|
| Sales | $.45 | $1.00 |
| Clerical | $.64 | $1.00 |
| Service | $.65 | $1.00 |
| Manufacturing | $.59 | $1.00 |

## IN 1977 FULL-TIME WOMEN WORKERS HAD A MEDIAN INCOME* OF $6,256 LESS THAN MEN

Women working full time, year round in 1977 had a median income of $8,814, while men's income averaged $15,070. Women made 58.5¢ to every dollar made by men. In 1955. women's median income was $2,734 to men's $4,246 (64.3¢ to the dollar made by men.)

Women of Spanish origin had the lowest income of any racial/ethnic group. Their income was less than half of white male's. In 1977, the median annual income for men and women by race was:

| | | Percent of White Males |
|---|---|---|
| White Males | $15,378 | 100% |
| Spanish Origin Males | $10,935 | 71.1% |
| Black Males | $10,602 | 68.8% |
| White Females | $ 8,870 | 57.6% |
| Black Females | $ 8,290 | 53.9% |
| Spanish Origin Females | $ 7,599 | 49.4% |

*Income includes earnings plus social security, investments, etc.

## ON AN AVERAGE, WOMEN WHO WORK FULL TIME EARN 59 CENTS FOR EVERY $1 EARNED BY MEN

During the last 25 years, women's earnings as a percent of men's have dropped steadily. In 1955, full-time women workers earned 64¢ to men's one dollar. By 1960 this figure had dropped to 61¢. Ten years later in 1970, women's earnings were calculated to be 59.4¢ per men's one dollar. 1977 census data show that the median annual earnings for full-time male workers was $14,626 and for female workers was $8,618 or 59.9%.

## IN 1976, ABOUT ONE IN EVERY TEN WORKING WOMEN BELONGED TO A UNION

Of the 38 million women workers in 1976, 11.3% belonged to a labor union, down from 12.6% of women workers in 1970. Between 1970-76, the number of unionized working women increased from 4 to 4.3 million, a 7.5% increase. The total number of union members increased from 19.2 to 19.5 million, a 1.5% increase. Women were 10.7% of all union members in 1976.

15.9% of all working women belonged to unions and associations in 1976. Women members increased from 5 to 6.1 million, a 22% increase; while overall membership increased from 21.1 to 22.8 million, a 33% increase, between 1970-76.

The following percentage of all women in these occupations were union members in 1975:

34.1% of blue collar workers, including craft, operatives and non-farm laborers.

11.5% of clerical workers

11.1% of service and private household workers.

6.2% of sales workers.

For further information see August 1978 Monthly Labor Review, "Women in Labor Organizations: Their Ranks are Increasing, Bureau of Labor Statistics, U.S. Department of Labor.

## NEARLY 7 OUT OF EVERY 10 WOMEN BORN BETWEEN 1954-1958 ARE NOW IN THE WORK FORCE

In July 1978, 69% of women between 20 and 24 years of age, and 62% of women between 24 and 34 years of age, were working or looking for work. These figures have increased from 46% and 36%, respectively, in 1960. The only age group in which fewer than one-half of women currently work for pay is that group of 55 and over.

PERCENTAGE OF WOMEN IN U.S. LABOR FORCE

| | Annual Averages | | | July 1978 Seasonally Adjusted |
|---|---|---|---|---|
| | 1960 | 1970 | 1977 | |
| 18 and 19 years | 50.9 | 53.6 | 60.5 | 62.4 |
| 20 to 24 years | 46.1 | 57.7 | 66.5 | 69.1 |
| 25 to 54 years total | 42.9 | 50.1 | 58.4 | 60.5 |
| 25 to 34 years | 36.0 | 45.0 | 59.5 | 62.6 |
| 35 to 44 years | 43.4 | 51.1 | 59.6 | 61.5 |
| 45 to 54 years | 49.8 | 54.4 | 55.8 | 57.3 |
| 55 to 64 years | 37.2 | 43.0 | 41.0 | 40.9 |
| 65 years and over | 10.8 | 9.7 | 8.1 | 8.5 |

## THE NUMBER OF MARRIED WOMEN IN THE WORK FORCE IS OVER 5 TIMES AS LARGE AS IN 1940

The change in distribution of married women workers (husband present) has been the most dramatic of all categories of female jobholders. In 1940, these married women comprised only 30%, or 4.2 million, of all women workers. In March, 1978, 55.6% nearly 23 million, of all female workers were married with husbands present.

Since 1970 the number of divorced women workers has doubled--the number rose from 1.9 million in 1970 to 3.9 million in March 1978. The number of never married single women jobholders increased from 7 million in 1970 to 10.2 million in 1978.

Overall, of the 42 million working women in the United States, 25% are single, 56% are married, 4% are separated, 5.5% are widowed and 9.5% are divorced.

The highest participation rate (74%) of any group of women classified by marital status are those who are divorced. In March 1978, percentages of women jobholders 16 years or older in the various groups were never married-60.5%; married, husband absent-56.8%; husband present-47.6%; and widowed-22.4%.

## MORE THAN HALF OF ALL HUSBAND-WIFE FAMILIES IN 1978 HAD TWO OR MORE WAGE EARNERS

In March 1978 there were 57.2 million families in the United States. Of these 47.4 million had both husband and wife present, representing 83% of all families. In nearly 6 out of 10 of all husband-wife families, both partners held paid jobs.

Female-headed families accounted for 8.2 million, or 14.4% of all American families, while male-only headed families totaled 1.6 million.

At the top of the family income scale are those with two or more earners-the husband second family member other than the wife, though she is present. The median income for these families in 1977 was $23,945. At the bottom of the family income scale, excluding those without earners, are single-earner families headed by women. These families have a medium income of $7.977 per year.

Average American family incomes for 1977 were:

| | |
|---|---|
| Total, all families..... | $16,146 |
| one earner..... | 13,218 |
| two earners or more..... | 20,415 |
| Husband-wife families, total.. | 17,720 |
| Total, families headed by women..... | 7,765 |
| Total, families headed by men | 15,538 |

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The National Commission on Working Women is a nongovernmental, action-oriented body. It was created to focus on the needs and concerns of that approximate 80% of women in the work force who are concentrated in lower-paying, lower-status jobs in service industries, clerical occupations, retail stores, factories and plants.

Commission members are women and men representing business, labor, the Congress, the media, academia and working women themselves. As its secretariat, the Center for Women and Work implements the Commission's programs. seeks to achieve its overall goals. and serves as a national exchange for ideas, information and research related to the world of women in the work force. The center is a separate operational unit within the National Manpower Institute, a private, non-profit organization dedicated to "the fullest and best use of the human potential." Major funding is through a grant from the National Institute of Education (Department of HEW), with special project funds from the Ford Foundation and the Rockefeller Family Fund, and private corporations. Sources for statistics are: U.S. Department of Labor and U.S. Department of Commerce, September 1978.

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